

Kindergarten Beat Lesson

Prior Activities and Knowledge- Ss have been practicing loud vs. soft dynamics and have been introduced to the terms forte and piano. Ss have played musical games, including: Doggie, Doggie and Wolf (We Are Dancing in The Forrest), and they have not yet been introduced to the games: Let Us Chase the Squirrel and Closet Key. Ss have reviewed using spider hands to keep a steady beat on parts of their body when singing songs. Ss have also reviewed the difference between high vs. low sounds.

I. Essential Questions

- 1.) How can we recognize, show, and create a musical beat?
- 2.) How can we explore the different ways of using our voices (singing, humming, speaking, etc.) in music?
- 3.) How can singing alone vs. singing with others create a varied musical experience for the performers and listeners?

II. Standards Used

- 1.) (MU:Cr1.1.Ka) With guidance, explore and experience music concepts (such as beat and melodic contour
- 2.) (MU:Pr4.2.Ka) With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.
- 3.) (MU:Re7.2.Ka) With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.
- 4.) (MU:Cn10.0.Ka) Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

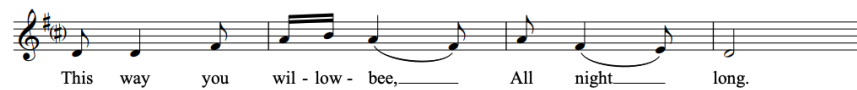
III. Learning Outcomes

- 1.) Ss will sing alone and with others for all songs throughout the lesson.
- 2.) Ss will associate and maintain a musical beat for all songs throughout the lesson.
- 3.) Ss will sing the song, 'Willoughby' and will play the associated game.
- 4.) Ss will chant, 'I Climbed Up the Apple Tree,' and will move using the associated motions.
- 5.) Ss will sing the song, 'Snail, Snail.'
- 6.) Ss will tap a steady beat using bottle caps while singing the song, 'Snail, Snail.'
- 7.) Ss will chant, 'Zapatitos' and will play the associated game.
- 8.) Ss will sing the song, 'Starlight, Starbright' and will move using the associated motions.
- 9.) Ss will chant, 'Bee, Bee, Bumblebee' and will play the associated game.

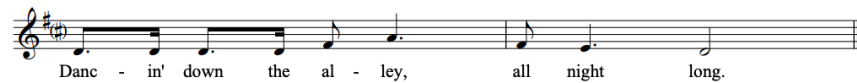
IV. Materials

- 1.) A large, open space for the students to sit/stand/move in
- 2.) Whiteboard or Chalkboard
- 3.) Markers or Chalk
- 4.) Rubber Floor Spots in two lines (blue and green)
- 5.) Ukulele

- 6.) Paper and/or plastic cups with four bottle caps in each cup (enough for each Ss to have one cup)
- 7.) Long Ruler Stick
- 8.) Star Finger Puppet
- 9.) Bee Finger Puppet
- 10.) Song: 'Willoughby'
 - a. Ss form two lines facing each other (the "alley")
 - b. On "this way..." swinging arms to sides
 - c. On "dancing down..." lead couple dances down the "alley" and stops at end of line while other Ss clap hands to beat. All Ss move up one spot.

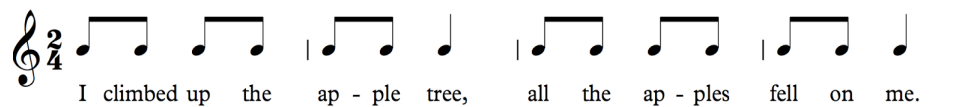


Verses 2-5



- 11.) Chant: 'I Climbed Up the Apple Tree'

I Climbed Up The Apple Tree



- a. I climbed up the apple tree, (moving hands up/climbing)
- b. all the apples fell on me, (hands fall down)
- c. apple pudding, apple pie, (stir bowl)
- d. did you ever tell a lie? (wag finger)

12.) Song: 'Snail, Snail'

Snail Snail

www.kodalydownloads.com.au

MySongFile.com



13.) Song: 'Zapatitos Blancos'

ZAPATITO BLANCO

maz, cookies MUSIC ROOM

14.) Song: 'Starlight, Starbright'

- Starlight, starbright (flick hands to beat up in air)
- First start I see tonight (looking up across sky and bobbing to beat)
- Wish I may, wish I might (hands together, one hand to right, hands together, one hand to left to beat)
- Have the wish I wish tonight (pray with hands bobbing to beat)

Solfège:

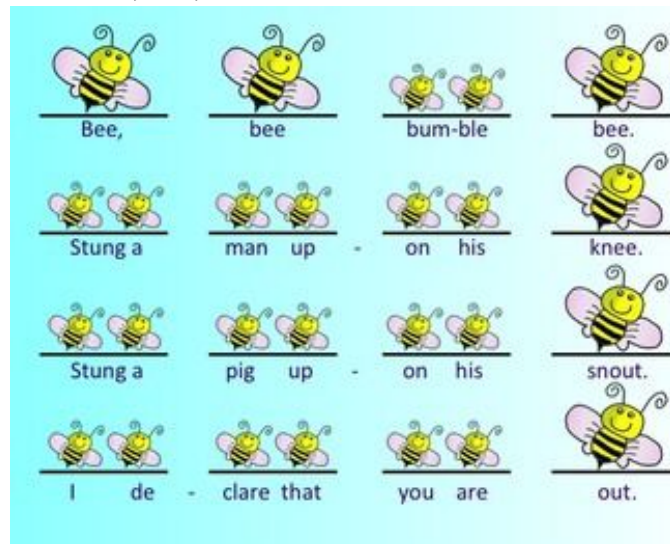
S, l, s, m,

S, l, s, m

M, r, m, m, s, m

M, r, m, s, m, r, d

15.) Chant: 'Bee, Bee, Bumblebee'



16.) Rating Scale (for Ss singing alone & with others):

- 2 – Ss sang the correct pitches, rhythms, and words by themselves and with others for the entire song(s).
- 1 – Ss sang mostly the correct pitches, rhythms, and words by themselves and with others for the majority of the song(s).
- 0 – Ss did not sing the correct pitches, rhythms, or words by themselves nor with others for the entire song(s).

17.) Rating Scale (for game activities)

- 2 – Ss follows the game directions correctly, plays for the entire duration, and stay on task throughout.
- 1 – Ss mostly follows the game directions correctly, plays for the majority of the duration, and usually stays on task throughout.
- 0 – Ss does not follow the game directions correctly, does not play for the entire duration, and does not stay on task throughout.

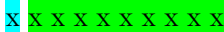
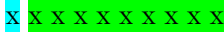
18.) Rating Scale (for movements)

- 2 – Ss use the correct movements at the correct time in the song for the entire activity.
- 1 – Ss mostly uses the correct movements at the correct time in the song for the majority of the activity.
- 0 – Ss does not use the correct movements at the correct time in the song for any of the activity.

19.) Rating Scale (for keeping a steady beat)

- 2 – Ss can keep a steady beat within the context of the song and/or chant for the entire activity, both following T and class as well as independently.
- 1 – Ss mostly can keep a steady beat within the context of the song and/or chant for the majority of activity, usually following T and class as well as independently.
- 0 – Ss cannot keep a steady beat within the context of the song and/or chant for any of the activity, neither following T and class nor independently.

VI. Preparation

- 1.) Prior to Ss entering the class, T will make sure:
 - a. there is a large space that everyone can sit and stand in comfortably,
 - b. the necessary technology is set up and functioning
 - c. all materials are ready and accessible.
- 2.) T will lay out rubber floor spots in two lines (blue and green) to accommodate for each Ss to stand on one.
 - d. 
 - e. 
- 20.) T will place cups with four bottle caps each on counter in the back of classroom (enough for each Ss).

VII. Procedures

- 1.) When Ss arrive, T will ask them to “walk to a spot and sit on the dot.”
- 2.) T will begin singing, ‘Willoughby’ and play the ukulele accompaniment, inviting Ss to join in singing. After singing through song a few times until Ss are comfortable, T will quickly review game directions (written in materials section).
 - a. T and Ss will sing and play game until the original Ss on the blue rubber floor spots are standing back on them, indicating that each Ss had a turn to dance down the “alley.”
- 3.) T will ask Ss to sit on their spots and will begin chanting, ‘I Climbed Up the Apple Tree,’ inviting Ss to join in chanting and using spider hands on their legs to keep a steady beat. Once Ss are all chanting, T will then ask Ss to do the associated movements. T will review with Ss what voices we can use to chant this rhyme and will eventually drop out of chanting to assess Ss chanting.
- 4.) T will transition to singing, ‘Snail, Snail,’ and will ask Ss to follow T as they stand up and walk past the back counter. T will ask Ss to grab one cup and bring it with them as they all walk back and form a circle, sitting on ground together.
- 5.) T will ask Ss to place cups in front of them and will use their spider hands to tap beat while they sing, ‘Snail, Snail.’ After singing a few times, T will clarify rules/expectations of how to use bottle caps.
 - a. No putting in mouth, no throwing, etc.
- 6.) T will explain that there are four bottle caps in each cup, and it is our job to take them out and put them in a row to help us sing, ‘Snail, Snail.’ T will assist Ss aligning the bottle caps and will demonstrate pointing and tapping beat as they sing.
- 7.) T will ask Ss to put their bottle caps back in the cups and to place the cups behind them, still sitting in a circle. T will get the long ruler stick and will start chanting, ‘Zapatitos,’ inviting Ss to chant. T will remind Ss to stick their legs into center of circle and they will use spider hands to keep beat as they chant and play game until there is a winner.
- 8.) T will ask Ss to stand up in circle and “reach for the stars,” stretching quietly as T quickly puts long ruler stick back, gets star finger puppet and walks back to circle. T will ask Ss to follow the star using roller coaster lips (“ooh” sound) and will create a few contour lines for Ss to follow with their voices.
- 9.) T will start singing, ‘Starlight, Starbright,’ and will invite Ss to join in singing. T will teach motions (stated in materials section) associated with each phrase. Once

Ss are comfortable with motions, T will start walking out of circle around room and Ss will follow the leader as they continue to sing and do motions.

- a. T could choose a Ss to have the star finger puppet and be the leader during this song and activity.
- 10.) T will say to Ss, “star brought along another friend to music class today,” and will quickly swap the star finger puppet for the bee finger puppet. T will walk Ss into a circle formation and ask them to sit on floor. T will start chanting, ‘Bee, Bee, Bumblebee’ and invite Ss to chant and keep steady spider hands on their legs for beat.
- 11.) T and Ss will play this game until the end of class. T will line up Ss for dismissal.
 - a. Duck, Duck, Goose style game
 - i. T will choose a Ss to have bee finger puppet and walk around circle while Ss chant song. When chant is done, Ss landed on by bee will get up and chase the other bee and try to get them out.
- 12.) Once Ss are out of classroom, T will collect cups with bottlecaps and will put them on back counter for next class.

VIII. Possible Extensions

- 1.) T could play a round or two of Doggie, Doggie if time is allotted.
- 2.) T could have Ss pair up and use eight bottle caps, or even create a group of four Ss for sixteen bottle caps when singing, ‘Snail, Snail.’
- 3.) T could have Ss bring their cups with bottle caps and return them to back counter.
- 4.) T could have a Ss be the pointer for ‘Zapatitos’ if T knows that they can keep a steady beat.

IX. Assessment

- 1.) T will aurally assess Ss singing alone and with others for all songs throughout the lesson by using the rating scale in the materials section.
- 2.) T will visually assess Ss associating and maintaining a musical beat for all songs throughout the lesson.
- 3.) T will aurally and visually assess Ss singing ‘Willoughby’ and playing the associated game by using the rating scales in the materials section.
- 4.) T will aurally assess Ss chanting ‘I Climbed Up the Apple Tree’ (as well as memorization of chant), and will visually assess their associated motions (for beat) by using the rating scales in the materials section.
- 5.) T will aurally assess Ss singing ‘Snail, Snail’ by using the rating scale in the materials section.
- 6.) T will visually assess Ss tapping a steady beat using bottle caps for ‘Snail, Snail’ by using the rating scales in the materials section.
- 7.) T will aurally and visually assess Ss chanting ‘Zapatitos,’ keeping steady beat, and playing the associated game by using the rating scales in the materials section.
- 8.) T will aurally assess Ss singing ‘Starlight, Starbright’ and will visually assess their associated motions by using the rating scales in the materials section.
- 9.) T will aurally and visually assess Ss chanting ‘Bee, Bee, Bumblebee’ and playing the associated game by using the rating scales in the materials section.

X. Honor Code

I affirm that I have upheld the highest principles of honesty and integrity in my academic work and have not witnessed a violation of the Honor Code. –
Brooke Maskin